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ABSTRACT

A list of minimal competencies for foreign language teachers is presented. The document was designed as a guideline for consortia in various parts of New York State to use according to their specific needs. Descriptions of teacher competency in the following areas are given: (1) practical command of the language, (2) language analysis, (3) culture, (4) the teaching-learning process, and (5) professional awareness. A summary of the knowledge, skills, and behaviors required of teachers and suggestions concerning the role of cooperating school districts, teachers, and institutions of higher learning in teacher preparation programs are included. Appendix A consists of the format for submission of teacher education program proposals, and in Appendix B the educational rights of students enrolled in teacher education programs are cited. (PMP)

MINIMAL COMPETENCIES FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS

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New York State Association of Foreign Language Teachers

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Mr. Robert Ludwig, Administrative Assistant
1102 Ardsley Road
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TABLE OF CONTENTS

Page

Introduction 1

Minimal Competencies of Foreign Language Teachers 2

Summary of Knowledge, Skills, and Behaviors Included in the Evaluation 6

Contributing Agencies to the Total Preparation of Foreign Language Teachers 8

Relationship of Cooperating Schools, Cooperating Teachers, and University 9

Certification Procedures 9

Appendices:

A. Format for Submission of Teacher Education Program Proposals 10

B. The Educational Rights of Students Enrolled in Teacher Education Programs 14

INTRODUCTION

The New York State Association of Foreign Language Teachers is in accord with the New York State Board of Regents' Master Plan which states that the basis for certification of professionals for elementary and secondary education shall include a concern for competency. NYSAFLT contends that there have long been teacher preparation programs that are competency based. It acknowledges, however, that these competencies need to be carefully and periodically defined and refined. Consequently, it presents this document in which minimal competencies for foreign language teachers are stated. The document is a guideline for consortia in various parts of the State of New York to use according to their specific needs. Definition of norms in the area of assessment will need to be clarified more precisely by each consortium. Ultimately, through experimentation by the various consortia, agreement may well be reached for determining norms applicable statewide for all languages.

NYSAFLT agrees that the total preparation of foreign language educators should involve "significant and functional cooperative efforts among school districts, institutions of higher learning, and appropriate professional personnel of the school districts"[1] to determine what shall be (a) an adequate general-liberal education leading to a baccalaureate degree, (b) competencies in subject matter and pedagogy, and (c) knowledge of and ability to instruct regarding dangers of drugs, alcohol, and tobacco. It defers to other agencies, whom it will list and with whom it wishes to cooperate, the task of defining competencies in areas other than foreign language which are essential in the *total* preparation of teachers of all disciplines, i.e., the generic competencies.

Since NYSAFLT does endorse totally the State's desire to strengthen education through improved teacher preparation, it looks to the State to take some responsibility in funding adequate teacher preparation programs which include effective student teaching experiences where performance can be properly nurtured and assessed by competent professionals who are given time and remuneration for these responsibilities. It further recommends that after excellent preparation, teachers be afforded opportunity to grow professionally through inservice programs provided by the State, professional organizations, and the community.

NYSAFLT urges each consortium to give careful consideration to the recommendations in this document in developing its program leading to foreign language teacher certification as required by the New York State Education Department by 1977. A copy of the format for submission of the teacher education programs constitutes Appendix A.

[1]See Appendix A, p. 12.

MINIMAL COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

A. PRACTICAL COMMAND OF THE LANGUAGE

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Understand the foreign language as spoken by a native at a normal conversational tempo.	In spontaneous conversations on topics of a general nature and in university lectures on nontechnical subjects in which the candidate has some knowledge he is able to understand what is said.	Competency may be determined by passing scores on a nationally normed test, such as the MLA Proficiency Test, or by the professional judgment of appropriate experts.
2. Speak the language with sufficient command to carry on a conversation with a native speaker.	In situations as described in indicator A-1 above and on the material that he has been assigned to read the candidate is able to answer, ask questions, and make comments in the foreign language.	Same as above.
3. Read material of a general nature with immediate comprehension.	The candidate will read with immediate comprehension, material of average difficulty (material that is neither technical nor esoteric).	Same as above.
4. Write on general topics with clarity and correctness.	The candidate is able to write simple straightforward letters, take lecture notes, and write reports or summaries of assigned readings with no errors in basic grammar.	Same as above.

B. LANGUAGE ANALYSIS

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
Analyze and apply his analysis of the phonology, morphology, and syntax of the source and target languages.	The candidate will prepare drills and exercises which lead to accurate pronunciation and which fit the appropriate structures. He will recognize errors in phonology, morphology, and syntax; diagnose the origin of these errors; and select and devise exercises, drills, and techniques to correct them.	The candidate's competency may be determined by passing scores on a nationally normed test, such as the MLA Proficiency Test, or by demonstrated application as observed and evaluated by the appropriate experts.

C. CULTURE

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Describe the principal ways in which the people within a foreign culture(s) behave as compared with Americans.	Given a category (family life, educational and vocational pursuits, leisure time activities, etc.), the candidate will describe the foreign cultural pattern and compare it with the American.	The candidate's competency will be based on norms established through written and oral tests, and through demonstrated application as observed and evaluated by appropriate experts.
2. Analyze the effect of the geography, history, arts, and social and political institutions on the contemporary culture of the foreign country(ies).	Given a significant geographical feature, historical event, contribution in the arts, or specific social or political institution, the candidate will be able to explain its significance and effect on contemporary life in the foreign country(ies).	Same as above.

D. TEACHING-LEARNING PROCESS

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Prepare daily, unit, and long-range plans in which objectives and procedures are clearly stated.	Given a specific teaching situation, the candidate will prepare daily, unit, and long-range plans to demonstrate an ability to state objectives clearly and the procedures for achieving them in each type of plan.	Based on the judgment of appropriate experts, the candidate demonstrates an ability to prepare effective daily, unit, and long-range plans.
2. Teach the learner to comprehend the spoken foreign language.	Given a specific teaching situation, the candidate will select suitable materials and will demonstrate appropriate techniques for development of aural comprehension of the selected material.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher demonstrates ability to use effective techniques to achieve aural comprehension.
3. Teach the learner to speak the foreign language.	Given a specific teaching situation, the candidate will select suitable materials and will demonstrate appropriate techniques for the development of oral communication commensurate with the level of the learner.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher demonstrates the necessary skills to develop oral communication in the target language commensurate with the level of the learner.

COMPETENCY	INDICATOR	ASSESSMENT
4. Teach the learner to read the foreign language.	Given a specific teaching situation, the candidate will select suitable materials and will demonstrate appropriate techniques for the development of reading (intensive, extensive, and supplementary) commensurate with the level of the learner.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher demonstrates acceptable techniques to develop reading comprehension appropriate to the level of the learner.
5. Teach the learner to write the foreign language.	Given a specific teaching situation, the candidate will select suitable materials and will demonstrate the ability to use effective techniques to teach writing.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher demonstrates the ability to use effective techniques to teach writing commensurate with the level of the learner.
6. Teach the learner the culture of the people(s) whose language is being studied.	Given a specific teaching situation, the candidate will select suitable objectives and will demonstrate appropriate techniques for the development of cultural understanding commensurate with the level of the learner.	Based on the judgment of appropriate experts, the candidate demonstrates techniques to teach cultural items effectively within the cognitive and affective domains commensurate with the level of the learner.
7. Create a classroom situation in which the dynamics of individual and group participation provide interaction patterns which meet the basic needs of the individual.	Given a specific teaching situation, the candidate will demonstrate the ability to develop effective interaction between teacher and student and between student and student in order to maximize learning.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher effectively demonstrates skill in group dynamics to maximize effective learning.
8. Select, prepare, and administer instruments of evaluation which effectively measure the achievement of each student in each skill in accordance with the established goals and objectives.	Given a specific testing situation, the candidate will demonstrate an ability to select, prepare, and administer instruments of evaluation to measure skills taught in accordance with established objectives.	Based on the judgment of appropriate experts who will observe the performance of the candidate, the prospective teacher demonstrates the ability to prepare (or select) and effectively administer instruments of evaluation to measure achievement of his students in accordance with established goals.
9. Use equipment and audio-visual aids essential to effective foreign language learning.	Given a specific teaching situation, the candidate will select and use appropriate audio-visual materials and equipment effectively.	Based on the judgment of appropriate experts, the candidate demonstrates the ability to use equipment and audio-visual aids essential to effective foreign language instruction as noted during observation of classes taught by the prospective teacher.
10. Prepare effective teaching materials such as ditto masters, overhead projector transparencies, flash cards, simple sketches, and cartoons on blackboard and on paper.	Given a specific situation, the candidate will prepare samples of various types of teaching materials such as ditto masters, overhead projector transparencies, flash cards, simple sketches, and cartoons.	Based on the judgment of appropriate experts, the candidate prepares adequately the various types of teaching materials requested.

E. PROFESSIONAL

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Demonstrate awareness of the evolving objectives of foreign language education in the United States.	Provided a situation for discussion with appropriate experts, the candidate will discuss the evolving objectives of foreign language education.	Based on the judgment of appropriate experts, the candidate has adequate knowledge of the evolving objectives of foreign language education.
2. Define and interpret the rationale for the inclusion of foreign languages in the curriculum and interpret this to students, administrators, and community.	Given a simulated situation of a discussion with students, administrators, and community members, the candidate will define and interpret the rationale for the inclusion of foreign languages in the curriculum.	Based on the judgment of appropriate experts, the candidate has adequate knowledge and ability to define and interpret to students, educators, and community members the rationale for the inclusion of foreign languages in the curriculum.
3. Demonstrate awareness of major research studies and current literature in foreign language education.	Provided a situation for discussion with appropriate experts, the candidate will demonstrate an awareness of major research studies and current literature in foreign language education.	Based on the judgment of appropriate experts, the candidate adequately demonstrates awareness of major research studies and current literature in foreign language education.
4. Demonstrate an awareness of methods and supplementary materials in the foreign language and an ability to use those which help students most in the learning process.	Given the task of evaluating selected well-known methodologies and materials for a specific teaching situation, the candidate will demonstrate the ability to use proper criteria for selection of his methodology and materials.	Based on the judgment of appropriate experts, the candidate has adequate knowledge of the criteria essential in the selection of methodology and materials to be used in a specific teaching situation.
5. Display a sense of responsibility for professional growth and demonstrate his awareness that foreign language methodology is continuously evolving.	Given a situation for a conversation with appropriate experts, the candidate will give evidence of his awareness that foreign language teaching is continuously evolving.	Based on the judgment of appropriate experts, the candidate gives evidence through familiarity with professional groups, their publications, and their function.

SUMMARY OF KNOWLEDGE, SKILLS, AND BEHAVIORS INCLUDED IN THE EVALUATION

A. Practical command of the language

1. Oral comprehension
2. Speaking ability
3. Reading ability
4. Writing skill

B. Language analysis

1. Target language
   a. Phonology
   b. Morphology
   c. Syntax
2. English or source language
   a. Phonology
   b. Morphology
   c. Syntax
3. Ability to use applied linguistics in teaching
4. Recognition of errors in target language
5. Correction of errors in target language
   a. Ability to devise exercises to correct errors effectively
   b. Ability to select exercises to correct errors effectively

C. Culture

1. Ability to describe principal ways in which people within a foreign culture behave as compared with Americans
2. Ability to analyze the effects of geography, history, the arts, and social and political institutions in the contemporary life of the foreign culture

D. Teaching-learning process

1. Teacher-learner interaction
   a. Ability to write behavioral objectives
   b. Ability to write daily, unit, and long-range plans
   c. Ability to teach oral comprehension
   d. Ability to teach speaking
   e. Ability to teach reading (intensive, extensive, and supplementary)
   f. Ability to teach writing
   g. Ability to teach culture
   h. Ability to apply principles of group dynamics
      i. Motivation of learning
      ii. Development of effective teacher-student interaction
      iii. Development of effective student-student interaction
      iv. Development of effective large group instruction
      v. Development of effective individualized instruction
2. Evaluation
   a. Selection of appropriate instruments of evaluation for skills taught
   b. Preparation of effective instruments of evaluation for skills taught
   c. Use of a variety of techniques and instruments for adequate evaluation

3. Effective use of audio-visual aids and teaching materials

a. Equipment

i. Language laboratories
ii. Tape recorders
iii. Slide projectors
iv. Movie projectors
v. Overhead projectors
vi. Filmstrip projectors
vii. Blackboard

b. Teaching materials

i. Ability to prepare

1. Ditto masters
2. Overhead projector transparencies
3. Simple sketches and cartoons

a. Blackboard
b. Paper
c. Transparencies

4. Attractive display materials
5. Recorded materials

ii. Knowledge of sources for a variety of teaching materials
iii. Use of a variety of teaching materials

E. Professional

1. Understanding of evolving objectives of foreign language teaching
2. Awareness of trends in foreign language teaching
3. Ability to define and interpret rationale to colleagues and to students for inclusion of foreign language in the curriculum
4. Awareness of current research and literature in foreign language education
5. Awareness of criteria for selection of methods and materials
6. Professional growth

a. Travel in country of language taught
b. Awareness of professional organizations and publications
c. Membership in professional organizations
d. Subscriptions to publications
e. Attendance at professional meetings
f. Participation in professional meetings
g. Continued study

1. Home
2. Abroad

N.B. Areas for evaluation in this list are for the most part unique to the teaching of foreign languages. Generic competencies, those essential to *all* educators, including foreign language teachers, must be defined by other agencies in cooperation with foreign language educators.

Contributing Agencies to the Total Preparation of Foreign Language Teachers

The role of the modern educator is a complex one. To be effective in his association with young people, he must be highly informed in a variety of areas. Consequently, the total preparation of foreign language teachers must necessarily encompass more than the development of competencies essential exclusively to excellent foreign language teaching. It must include the generic competencies, those deemed essential to educators of *all* disciplines. These competencies must be defined by a variety of agencies cooperating with each other.

In addition to those agencies broadly recommended by the New York State Education Department, NYSAFLT recommends the following to assist in the definition of the generic competencies. It is expected that each agency in the definition of competencies in its respective area will work cooperatively with all other agencies involved in the preparation of teachers.

1. Professional organizations
   To assist in defining competencies essential to teachers of all disciplines.
2. Personnel of schools of education
   To define competencies in professional preparation.
3. Health departments of schools and universities
   To define competencies essential for teachers in assisting young people against the dangers of drugs and alcohol.
4. Speech organizations
   To define competencies in speech performance essential to all teachers.
5. Audio-visual departments
   To define competencies for adequate use of audio-visual equipment.
6. All agencies
   To develop cooperatively a clarification of qualities, attitudes, and character to be sought in candidates selected for teaching.
   To develop guidelines for what constitutes the general-liberal education of prospective teachers.

Relationship of Cooperating Schools, Cooperating Teachers, and University

A. Definitions
1. School staff includes administration, guidance, and teaching personnel.
2. Cooperating and supervisory roles will be mutually defined by the school and the university.
3. University staff includes those people directly involved in student teaching.

B. Schools
1. The school and the university should share fully in program planning, development, and evaluation of student teaching experiences.
   To facilitate this participation, both school administrators and cooperating teachers should have schedules which permit full cooperation (as jointly defined by the university staff and the school staff). There should also be an expressed commitment to this participation by both the school and the university.
2. The school and the university staffs should have a mutual awareness of their educational programs and goals.
3. The school staff should implement programs based on currently accepted educational practices and developments.
4. The school and university staffs should develop and evaluate the student teaching experience as it relates to the students, curriculum, and community.

C. Cooperating and supervising teachers
1. They will possess the competencies as specified in this document for foreign language teachers.
2. They will express willingness through written commitment to participate in all student teaching experiences, prior to, during, and following the time that university students spend at the cooperating school.
3. They should be able to utilize current supervisory techniques effectively.

Certification Procedures

All members of a consortium shall agree on the total program to be used in the preparation of teachers leading to certification in accordance with the recommendations of the New York State Education Department. A copy of the "Format for Submission of Teacher Education Program Proposals" is to be found in the appendix of this document.

NYSAFLT urges each consortium to be guided by the aforementioned State Education Department document and by this one, *Minimal Competencies for the Preparation of Foreign Language Teachers*, in its plans for the certification of foreign language teachers.

Appendix A

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12210

Format for Submission of Teacher Education Program Proposals

The following material has been prepared to aid program planners in the development and submission of proposals for State accreditation of programs for professional personnel in the public schools. The material is divided into the following sections:

I. Background
II. Legal Basis for Program Approval
III. Content of Proposals
IV. Narrative Explanation

I. BACKGROUND

The Teacher Education and Certification Section of the *1972 Regents Plan for the Development of Post Secondary Education* identifies a specific goal and several underlying convictions regarding the future of the certification of professional personnel, which have specific implications for preparatory programs leading toward State certification.

The Regents' goal and the appropriate underlying convictions are as follows:

Goal:

> To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain *demonstrated competence* to enable children to learn.

Underlying convictions:

> The basis for certification should be teacher competence rather than total reliance on college courses. Possession of a State certificate should represent an acceptable level of competence in general background knowledge, subject matter knowledge, and teaching skill.
>
> The preparation of teachers should involve a number of pertinent agencies and individuals including: schools, higher institutions, professional staffs, and other relevant agencies. The ideal professional training would integrate theoretical understanding and clinical experience in a system of mutual refinement and reinforcement.

The *Plan* in addressing the legal responsibility to accredit preparatory programs indicates that the accreditation procedures "will center on answers to the following questions:

a. What competences and attitudes should the student demonstrate at the completion of the program?
b. What evidence will be acceptable to demonstrate that the desired competences and attitudes have been achieved?
c. What contribution to the teacher education program will be made by the university, the school district, the professional staff, and others?
d. What steps are being taken to introduce the concept of demonstration of competence in relevant components of the non-professional education portion of teacher education programs?"

A competence-based system permits the widest variety of program design since it does not prescribe any predetermined set of courses or learning activities.

The Department sees competence-based teacher education as a means of preparing school personnel which permits preparatory programs to state in an explicit and public manner the objectives and criteria that are to be met by students before they are recommended for certification. The term "competence-based teacher education" further assumes that students-in-training will be engaged in a flexible instructional program designed to allow individuals to develop and acquire the skills, knowledge, and behaviors necessary to meet the designated exit criteria in ways which satisfy and enhance individual learning styles. Moreover, the term implies that assessment procedures are related to instruction and that the procedures incorporate conditions of performance and designated levels of mastery. It does demand that we carefully examine all that is known about skills, behaviors, and knowledge deemed essential for effective school service and requires that a preparatory program assure that they are acquired. The Department believes, however, that better,

stronger, and more effective preparatory programs can be developed and implemented if wide latitude is permitted to those who have the responsibility and expertise to do so. This belief is substantiated by the following statement in the *Regents Plan:*

> "Performance-based and field-centered teacher education is recognized as a most promising approach. Variations or alternatives which demonstrate achievement of the Regents goal and also reflect the convictions underlying this goal will also be carefully considered."

II. LEGAL BASIS FOR PROGRAM APPROVAL

Section 80.2 (k) of the *Regulations of the Commissioner*, reprinted below, serves as the governing regulation for the approval and registration of programs.

> *Certification by completion of an approved program of preparation*
>
> A teaching certificate may be issued to a candidate who has completed preparation at an institution or institutions having a program for the preparation of teachers or other school personnel registered and/or approved by the State Education Department providing the candidate is recommended for that certificate by the institution or institutions where the program was completed. Programs for which registration is sought will be evaluated according to standards and procedures determined by the commissioner.

The Division of Teacher Education and Certification accredits collegiate programs for preparation and certification of personnel for public school service, and persons recommended by accredited colleges are automatically certified. Accreditation takes place in two stages, approval and registration. A college seeking to establish a new or significantly revised preparatory program must submit a full proposal. A satisfactory proposal (i.e., one which shows promise of preparing practitioners who will be successful) is approved for one or two years during which time persons completing the program may be recommended for certification. Also during this time a site visit may be conducted by the Division to verify information submitted in the proposal. Satisfactory programs are registered for up to five years at the end of which time a re-registration visit is made. Proposals submitted for approval after September 1, 1973, must provide the information requested in the directions which follow.

III. CONTENT OF PROPOSALS

Three copies of the proposal should be submitted by the chief executive officer of an institution of higher education[1] to the Deputy Commissioner for Higher and Professional Education and one information copy *under separate cover* to the Chief of the Bureau of Teacher Education. Submit separate proposals for separate programs (e.g., secondary school academic subject or subjects, elementary N-6, special subject or subjects, etc.). A covering sheet should show the following:

Date proposal submitted
Names of college(s) or university(s)
Names of participating public school district(s)
Signatures of:

1. the chief executive officer of the higher institution(s),
2. the school district administrator(s) of the participating school district(s),
3. the professional staff representative(s) of the participating school district(s),[2] and
4. representatives of other relevant agencies as approved by (1), (2), (3) above.

NB: For this purpose Boards of Cooperative Educational Services would be categorized as school district(s).

Title or titles of New York State certificate or certificates to be awarded upon completion of this program
Level of certificate, provisional or permanent
Degree or degrees toward which this program will lead (if appropriate).

IV. NARRATIVE EXPLANATION

A. *Program Planning*

1. *Basis:* Provide the rationale and objectives of the proposed program. If use was made of guidelines or other materials developed by state and/or national professional associations please describe the source and use.
2. *Involvement:* Programs to prepare public school personnel shall be based on significant and functional cooperative efforts among school districts, institutions of higher education, and appropriate professional personnel of the school districts. List names and titles of the representatives of the following agencies who participated in planning the program:
   a. Institution of higher education (e.g., Dean, School of Education; Dean, School of Arts and Sciences, etc.)
   b. School district(s) (e.g., superintendent, principal, curriculum coordinator)
   c. Professional personnel of the cooperating school district(s) (president of the local professional association; elected representative; science teacher; elementary teacher, etc.)
   d. Other agencies

   Describe the part played by each agency in program planning.

B. *Implementation*

Describe the functions each agency will perform when the program is in operation.

C. *Entrance Requirements*

Program accreditation will focus on the desired skills, knowledge, and attitudes which, when demonstrated, lead to recommendation for certification. However, if a preparatory program is unable to provide sufficient time and instruction to develop *all* of the characteristics necessary or desirable in a candidate completing the program, some of these characteristics may be used as entrance criteria. In such cases, describe the screening techniques and standards which will be used to provide evidence that the knowledge, skills, and attitudes deemed necessary to enter the teacher education program have been attained.

D. *Program*

A proposal for a certification program must answer the following questions:

1. What are the specific goals of the preparatory program?
2. What evidence shows that these goals have been derived from examination of roles and functions of appropriate on-the-job professional personnel?
3. What evidence will be accepted that candidates completing the program have achieved the stated goals?
4. How will appropriateness and adequacy of goals be examined and goals modified as the program progresses?

The program should be comprehensive and take into account general education and special subject matter knowledge as well as professional preparation. It should address the individual student's background and learning style and provide opportunities for the student to demonstrate requisite knowledge and ability prior to undertaking specific learning activities. Whenever possible, the program should offer a variety of experiences and instructional modes. Achievement assessment should be made only in those areas where instruction or other appropriate learning activities have been provided; conversely, where instruction is provided, assessment is essential. An up-to-date record of a student's progress should be available to him at any point in the program.

In reviewing program proposals, the Department will require evidence that:

1. Participating agencies (school district, college, appropriate professional staff of the school district, etc.) have shared significantly in program planning and decisions and have accepted the roles and responsibilities jointly identified in planning.
2. Program goals derive from realistic assessment of functions of appropriate professional personnel.
3. Program goals are appropriate and comprehensive.
4. Entrance requirements (if any), techniques of assessing achievement, and standards and conditions of demonstrating achievement are clearly stated and made known to students.
5. Candidates who will be recommended for certification have demonstrated achievement of the program's goals.
6. A program evaluation system has been established and will operate to identify and correct program weaknesses.

[1]The proposal should be submitted by the chief executive officer of the institution or his designee, if such designation has been previously filed in this office. Units of the State University of New York are reminded to submit proposals through appropriate staff members of the State University of New York Central Administration.

[2]It is suggested that a representative of the recognized professional association be the representative of the professional staff. The professional staff representative or representatives may not be appointed by either the school district administration or the institution of higher education.

Appendix B

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12210

The Educational Rights of Students Enrolled in Teacher Education Programs

The educational rights cited below should be viewed within the context of a democratic society that guarantees all citizens certain human and civil rights. Moreover, they should be considered as congruent with those rights held by faculty and institutions and consistent with the principle of public disclosure.

The educational rights of students rest on the following assumptions:

1. that achievement evaluation in only justifiable in areas where instruction has been provided;
2. that, when instruction is provided, evaluation is essential;
3. that an instructional system, if it is to be responsible, must concern itself with the explicit basis for instruction, provide feedback, and publicly disclose the requirements to be met; and,
4. that evaluation should be consistent with instruction and be congruent with the explicit diagnosis of students as indicated by their profiles as learners.

Therefore, in a teacher education program, the student has the right to expect the following:

1. an instructional program that will help him acquire a level of competency which enables him to assume instructional responsibilities in a classroom;
2. that the instructional program is a direct outgrowth of identified competencies;
3. that the competencies he is to attain are explicitly and publicly stated;
4. that continuous feedback about his progress will be provided;
5. that there will be sufficient opportunity to make progress while involved in the program;
6. that the assessment procedure will have publicly-stated conditions of performance and designated levels of mastery;
7. that the assessment procedure will include a pre-assessment which will allow him to demonstrate his level of performance prior to his involvement (enrollment) in any component of the instructional program;
8. that a record of performance will be continuously available to him in a profile form; and,
9. that the standards of achievement to receive recommendations for certification are established based on the preceding criteria.